If anything, it has made me more aware of how the delivery of face to face 'teaching' for this course must become more of a social learning experience, and I have already spoken to the teaching team about how we can make our delivery more engaging.

For the future I think we may even ask for 3 days of e-learning, with a reduction to two contact days; but we will have to see how the course develops.

I have been asked to write a course that is non-accredited i.e. that attracts no academic credits. My first thoughts were... hooray! No marking! This has been requested by the Strategic Health Authority as it will be a cheaper course to buy and will mean staff are out of practice for less time. This request has made me think about the aspect of academic writing per se. Why do we think that a mentor who writes a 'good' academic assignment will become an effective mentor? The academic route has been one we’ve always used to demonstrate that learning has taken place, but I’m not sure this is always the case. Maybe engaging with and enjoying the online learning experience would be a reasonable way to measure that learning has been achieved.

I am concerned that all the support for the e-learning so far will diminish once set up. I would hate this course to become like the BREO site which can be a bit of a dumping ground and graveyard for old material. There have been many instances of students being unable to log on to the BREO site and as the e-learning package will be sited here I am concerned this may become an issue.

I would like to ensure that all teaching materials, BREO and e-learning would be fully integrated i.e. that students have to engage with e-learning before attending contact days to enable the teaching team to move the students’ learning on.

I am excited and concerned in almost equal measure about the future of this course. I do fully appreciate the support offered by the CLE team so far, and feel that I may be able to ask for more help e.g. rearranging the BREO site and making this more user friendly.

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**Book Reviews**

**The SAGE Handbook for Research in Education: Pursuing Ideas as the Keystone of Exemplary Inquiry.**
Dr Clifton F. Conrad and Dr Ronald C. Serlin (Eds.)
Review by Mark Atlay

This second edition of this well established book in the SAGE Handbook series has some lofty ambitions:

*To encourage and inspire educational researchers to pursue meaningful enquiry, this handbook is intended to stimulate and encourage educational researchers to place the pursuit of ideas at the epicentre of their research – from framing meaningful problems to identifying and addressing key challenges to the reporting and dissemination of their findings.*

The Handbook is divided into three parts. The first of these explores the purposes of educational research from professional enquiry to informing and challenging policy-making and how to frame meaningful problems and associated research strategies.
The second examines the design and conduct of research and the communication of results. The final part presents some reflections of scholars on critical incidents in aspects of research enquiry.

The authors of individual chapters are largely North American and hence the perspectives and examples presented often adopt a distinctly American viewpoint with a focus on school-based education. However, many of the underlying principles elucidated through the chapters are universal and will be of interest and relevance to UK educational researchers in all educational sectors. This is not a book to read from cover to cover but to dip into to explore aspects of educational research relevant to one’s own interests. There are chapters on specific research techniques – quantitative, qualitative and mixed methods – and on defining research questions and writing and publishing outcomes. Core questions for researchers, and the articles have been extended and updated since the first edition and new chapters have been added. The chapters are well-written and accessible to those without a background in education or educational research, giving guidance on key authors in each of the areas covered.

There are a range of books on educational research available and this handbook usefully adds to this canon. The breadth of articles presented makes the Handbook of interest to experienced researchers seeking to extend their research practice. However, given its breadth and accessibility, it will be particularly useful to those new to educational research, including non-education-based academic staff and postgraduate research students. If you are only intending to buy one book on educational research then this is one to consider for its breadth of coverage, although others cover quantitative and qualitative techniques in more detail.

**Education and Cultural Citizenship**

Nick Stevenson

SAGE Publications (2011)

Review by Eve Rapley

Universities continually evolve and develop their curricula to ensure value and currency for future graduates. This is nothing new. What is new is the notion of university being an arena for graduates of tomorrow to develop cultural citizenship skills alongside their academic discipline in order that they be able to operate in a global economy. With most UK HEIs publishing an Internationalisation Strategy, and ‘global citizens’ cropping up with greater frequency in HE journals and editorials, Nick Stevenson’s latest release could not be more timely.

As the themes of globalisation and cultural citizenship make their way to the top table of Higher Education, there are those within the academic community who might say, perhaps cynically, that these terms are merely marketing soundbites sprinkled throughout promotional material in order to turn the heads of would-be undergraduates and employers. As an antidote to any potential scepticism, Stevenson’s genuine perspicacity ensures he brings something quite different to the citizenship party. His take on cultural citizenship is steeped in a sense of real appetite and belief. His comprehensive coverage of a range of interconnecting themes results in a cogently woven and impressive skein. Whilst not exclusively concerned with Higher Education per se, it undoubtedly has a place on any discerning academic’s bookcase. Not an ‘easy read’ and very much sociological in its orientation, with a decidedly overt political thread, it cannot truly be said to be an education book for educationalists. Citizenship is appearing more frequently on degree course curricula, but this book is not really one for interested but, as